



High School!

A Newsletter for California Educational Leaders

Jack O'Connell, State Superintendent of Public Instruction



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Inside this issue:

Highlight Site: Santiago High	2
Principles for Teaching and Learning	3
Highlight Site: East Bakersfield High	4
Educational Equity: Communication	7
Camp Anytown	9
Every Day Counts	11
California Teacher of the Year	12
Educational Equity: Legal Changes	12
Counselor's Corner	14
Technology Funding Opportunities	15
Worth a Click	16
Conference Calendar	18

Meeting the Needs of Diverse Students

California has the largest and most diverse student population of any state in our nation. As educators of over 6.1 million children, we have the privilege and responsibility to ensure that all students have an equal opportunity to be successful. By providing students access to a high-quality, standards-based curriculum in a safe and healthy environment, we will create an education system that meets the needs of our students.

Diversity presents us with a unique opportunity to interact and learn from one another. Whether we are speaking of students with different abilities, special education students, the 1.5 million English learners, or our ethnically diverse student population, we have a chance to revisit and address our own basic assumptions about differences. Diversity also paves the way for us to identify how we are alike.

The articles in this newsletter describe equity and school culture experiences at schools as well as provide information to help address the needs of diverse students. Collectively, with resources, tools, and professional development, we can create learning communities that support the intellectual, emotional, and physical success of our diverse student population so that when we say, "All students can learn," *all* really means all.

JACK O'CONNELL

Highlight Site: Santiago High School

Santiago High School (SHS), in the Garden Grove Unified School District, is a comprehensive high school serving approximately 2,000 students from the cities of Garden Grove, Santa Ana, and Orange. Santiago has enjoyed strong growth the last several years, and it is an honor to share some of what we are doing with our high school colleagues across the state.

Results

Santiago's improvement efforts have paid off in significant Academic Performance Index (API) increases over the last several years with a 12-point improvement in 2000-2001, a 17-point improvement in 2001-2002, and a 63-point improvement in 2002-2003. While all sub-group scores grew significantly, the 2002-2003 Hispanic sub-group increased by 75 points, and the gap between our Hispanic and Asian students decreased by 40 points.

Program

Santiago High can trace its recent success to some very specific improvement efforts:

1. Curriculum alignment and common assessments
2. Specific targeting and remediation of at-risk students
3. High expectations and an incentive program to recognize achievement

Over the last two years, we have used hundreds of hours of release time for alignment of content curriculum to mutually agreed-on focus standards. Benchmark assessments were also designed. Teachers collaborate about the results and make modifications to both the tests and the curriculum as needed.

We have been selectively using data to place students and to design new reading and writing interventions.

We also eliminated some intervention courses in math when our research showed that they were not effective. Parent education for students identified as academically at-risk has also been a high priority. We have initiated very successful mandatory ninth-grade parent nights that focus on high school graduation requirements, university eligibility, and how to read and interpret the state testing data for their children.

Finally, ninth-grade students who fail our English benchmark assessments are placed in mandatory tutoring during which they cover the material to better prepare for the next benchmark test.

We believe in our students. We've spent a lot of time teaching them to believe in themselves and our school and to believe that they *deserve* great things. By using merchandise donations from our business partners and our own personal resources, we frequently reward successful students in class before their peers. We often meet with small groups of students to congratulate them on their academic achievements. We also meet with less successful groups to set goals for future improvement. The teachers look beyond the hardships and perceived limitations of students and treat them as academically capable young men and women.

Continued on Page 3.

School Profile

Community:	Urban	Student Demographics:
District:	Garden Grove Unified	African American – 1%
Enrollment:	2000	American Indian or Alaska Native – 0%
Grade Levels:	9-12	Asian – 18%
		Filipino – 1%
API for 2003:	623	Hispanic or Latino – 73%
		White (not of Hispanic origin) – 6%
		English Learners - 56%
		Socio-economically Disadvantaged - 56%

Highlight Site: Santiago High School - Continued

Finally, and most importantly, I believe in our teachers. They are talented and dedicated professionals. Though it is never easy, they've embraced change. The staff supports and cares about each other, and instead of resting on their laurels, they are working harder than ever this year to learn and implement the research-based teaching strategies that our staff development leaders have selected.

Many people focus on reasons why low socioeconomic kids and schools cannot be as successful as their more affluent counterparts. Those of us who work with these students know they can succeed. Many dedicated and awesome educators are doing fantastic things for kids throughout California. It is a pleasure to share a little bit about Santiago and, in return, I would love to talk to other educators out there who are willing to share what's working at their schools. Thanks for your time and for dedicating yourselves to the most important task of all: improving the lives of California high school students.

Benjamin Wolf, Principal, Santiago High School, 714-663-6271, bwolf@ggusd.k12.ca.us



Principles for Teaching and Learning in a Multicultural Society

A publication of the Center for Multicultural Education (College of Education, University of Washington, Seattle) titled *Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society* describes 12 essential principles that illustrate educational practices that positively affect the academic achievement of diverse students. The principles are based on both research and practice by an interdisciplinary panel chaired by Dr. James A. Banks, professor at the University of Washington. This abstract reviews the principles that are designed to help educators increase academic achievement and improve cross-cultural interaction in all types of schools.

Teacher Learning

Principle 1: Professional development programs should help teachers understand the complex characteristics of ethnic groups within U.S. society and the ways in which race, ethnicity, language, and social class interact to influence student behavior.

Student Learning

Principle 2: Schools should ensure that all students have equitable opportunities to learn and to meet high standards.

Principle 3: The curriculum should help students understand that knowledge is socially constructed and reflects researchers' personal experiences as well as the social, political, and economic contexts in which they live and work.

Principle 4: Schools should provide all students with opportunities to participate in extra- and co-curricular activities that develop knowledge, skills, and attitudes that increase achievement and foster positive interracial relationships.

Intergroup Relations

Principle 5: Schools should create diverse groups that work together for a common purpose.

Principle 6: Students should learn about stereotyping and other related biases that have negative effects on racial and ethnic relations.

Continued on Page 4.

Principles for Teaching and Learning in a Multicultural Society - Continued

Principle 7: Students should learn about the values shared by virtually all cultural groups (e.g., justice, equality, freedom, peace, compassion, and charity).

Principle 8: Teachers should help students acquire the social skills needed to interact effectively with students from other racial, ethnic, cultural, and language groups.

Principle 9: Schools should provide opportunities for students from different racial, ethnic, cultural, and language groups to interact socially under conditions designed to reduce fear and anxiety.

School Governance, Organization, and Equity

Principle 10: A school's organizational strategies should ensure that decision-making is widely shared and that members of the school community learn collaborative skills and dispositions to create a caring environment for students.

Principle 11: Leaders should develop strategies that ensure that all public schools are equitably funded.

Principle 12: Teachers should use multiple culturally sensitive techniques to assess complex cognitive and social skills.

The complete report and an analysis of the 12 principles can be downloaded at <http://depts.washington.edu/centerme/dwu.htm>.

Camille Smith, CDE, Middle and High School Improvement, casmith@cde.ca.gov



Highlight Site: East Bakersfield High School

Bordering East Bakersfield High School (EB) is a neighborhood entrenched in poverty, gang violence, and crime. Each morning, students spill out of that neighborhood and fill classrooms. Indeed, the data suggest a dire prognosis of cyclical poverty, social and economic dysfunction, and ultimate failure. However, our steadfast commitment to educational excellence evades the predictable outcome and channels our students to more hopeful futures. It is this commitment to our students, to excellence, and to education that has affected successful Academic Performance Index (API) growth for three consecutive years for a total growth of 53 points.

Staff Quality and Commitment

Foundational to our success is the high quality of the staff. Each year, a number of teachers are lauded for their contributions and achievements, but the real measure of their worth lies in the caliber and integrity of their day-to-day work and in their personal promise to students to make a positive impact on their lives. An important way that teachers accomplish this goal is by creating opportunities for students to connect. Through academics, athletics, activities, and the arts, teachers serve as role models and mentors to students who might otherwise be left isolated or disenfranchised from school. For example, teachers often stay after school or sacrifice their lunch periods to make personal connections with our students. They encourage students to set high standards and

Continued on Page 5.

East Bakersfield High School - Continued

reach unimagined goals, and they empower students by giving them necessary skills for educational advancement. Programs like Partnership Academies and Advancement Via Individual Determination (AVID) also provide support systems to help students maintain high grades and make them competitively eligible for colleges of their choice. For instance, AVID students, often by the tenth grade, are ready to pursue a more rigorous academic curriculum. Many are even ready to take honors or Advanced Placement (AP) courses by their junior year. Programs in the arts offer students outlets to explore hidden talents. One shy and introverted student found the confidence to take the lead in a school play. Another quiet student found his way into the piano lab. At the end of last year, he performed in front of the entire staff and received a standing ovation. It is these connections to staff or programs that motivate our students to perform well in school.

East Bakersfield High School Profile

Community:	Rural	Student Demographics:
District:	Kern Union High	African American – 6%
Enrollment:	2068	American Indian or Alaska Native – 2%
Grade Levels:	9-12	Asian – 1%
		Filipino – 0%
API for 2003:	568	Hispanic or Latino – 70%
		White (not of Hispanic origin) – 20%
		English Learners - 17%
		Socio-economically Disadvantaged - 56%

In addition, reliable communication networks give staff forums in which to discuss individual students whose challenging lives often impede their academic progress. For example, Coordinated Services provides thoughtful and creative ways to intervene on behalf of students. Some positive results from Coordinated Services include getting eye glasses for students, connecting students with counselors or outside agencies, helping homeless families, offering support to students living in dysfunctional homes, and even providing Thanksgiving meals to the neediest families.

Community Outreach

The network also expands to the East High community at large. School activities like games and performances are open to the public, and with the help of our outreach coordinators, families are persuaded to participate in all our events. A popular event for our EB families is *Safe Halloween*, during which neighboring children are invited to our gym to play games and have fun in a safe place. In addition to events, the EB network helps families dealing with loss. Recently, one of our EB graduates suffered the suicide of her daughter, and immediate assistance was given to the family through our outreach and counseling services.

We are certain that the commitment to our students and their families promotes the trust imperative to cultivating a learning environment conducive to educational excellence. We also know, however, that it is our strong academic programs that seed the fertile soil for high scholastic achievement.

Continued on Page 6.

East Bakersfield High School - Continued

Strong Academic Curriculum

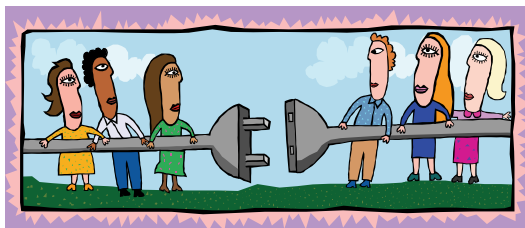
Teachers at EB are encouraged and empowered to take active roles in developing and strengthening curriculum. For example, teachers felt three years ago that the school needed to develop a reading program that responded to poor reading scores and below grade-level reading skills. A Literacy Committee was formed to investigate and analyze the data and to develop a suitable program to address the need. Reading classes were added as a part of the English core, a school-wide Sustained Silent Reading Program was implemented, and a complementary *Accelerated Reader* program was organized and run through the Library-Media Center. Because of these efforts, our Stanford Achievement Test 9 (Stanford 9) and California Achievement Test 6 (CAT/6) scores have risen considerably, rewarding us with API success.

Teachers have worked together to rewrite courses of study to meet the California content standards. The Kern High School District supported this effort by coordinating districtwide department meetings to identify power standards. Through this process, EB teachers are identifying weaknesses in the current curriculum, infusing skill-based curricula into the ninth and tenth grades, and organizing content reading training for all teachers. In addition, teachers have agreed to implement a district-developed writing rubric schoolwide. Further, course offerings are continuously expanded in the AP curriculum (including online courses). Students whose basic skills reach competency are encouraged to take college preparatory classes. EB offers after-school classes through the workforce program, vocational classes through the Regional Occupation Center (ROC), and after-school tutoring through Migrant Education and Title I. Finally, teachers regularly assess students and the programs to improve instruction and student achievement.

We are, indeed, proud of our API accomplishments and overall success, but we cannot afford to become complacent in our efforts to reach and teach all our students. We continue to face challenges that can only be overcome through collaborative efforts; constructive means; and old-fashioned, hard, and disciplined work. For example, we still must find effective ways to improve our daily attendance. We must get more parents involved in their children's education. We must continue to adjust curriculum to serve our at-risk, minority population. There is work to be done, for sure, but we keep focused on our goals and proceed. Our hope and desire is that each student graduates from East High well-equipped to lead a productive, successful, and satisfying life.

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Educational Equity: Communication Across Cultures

Education is a dynamic process in which competing interests and values are at work every day in complex and contradictory ways. Expectations of students and the community are often pitted against expectations of teachers and schools. Racial, gender, class, and language stratifications are frequently used to explain the successes and failures of students. Through the study of the many complex forces that influence young people, we can begin to understand the lives of the students who compose our multicultural society (Nieto 2000).

California's multicultural population is made up of people whose profiles consist of multiples of race, ethnic group identity, national origin, religion, sex, sexual orientation, and mental or physical disability. This diversity results in extremely complex communication challenges for teachers, administrators, staff, students, families, and community education partners.

These communication challenges are apparent when exploring the average high school environment during any break time. The most common scene usually includes groups of students assembled by race or culture. It becomes apparent that students require the friendship and support of their peer group to feel comfortable in the high school environment. The student comfort-level component may be enhanced by increasing the number of peer groups that generate a high level of comfort to each student in the school environment. This effect may be accomplished by teaching skills that students can use to communicate with contemporaries from diverse cultural backgrounds. These skills can help all students discover the many similarities they share with multicultural peers. Skills to communicate across cultures can be learned through the exploration of multicultural courses or activities.

Multicultural education is a field of study and discipline whose major aim is to create equal opportunities for students from diverse racial, ethnic, social, and cultural groups. An important goal is to help all students acquire the knowledge, attitudes, and skills they need to interact, negotiate, and communicate with people from diverse groups in order to create a civic and moral community that works for the common good (*Handbooks of Research on Multicultural Education* 1995). An inclusive campus climate exhibits that common good when it is characterized by high trust and positive interaction among racial and ethnic groups. These strong, positive interactions result in the improvement of academic self-esteem of students, including students of diverse race and culture (*The Impact of Diversity on Students* 1996).

Culture shapes our thoughts and actions and often does so with a profound impact. It is essential that teachers acquire, practice, and teach skills that nurture and support intercultural communication (Kaplan and Edelfelt 1996). These skills enhance communication with people conditioned by other systems of thought and behavior. When communication occurs between individuals with different worldviews, special skills are required if the messages received are to resemble the messages sent. The most important overriding skill is an understanding of the context within which the communication takes place. This context is to a large extent culturally determined (Seelye 1993). Seelye's perception of the importance of multicultural education was accurate a decade ago and is even more critical as a core education component today. It is essential that students prepare for an international workforce by understanding and appreciating multiple cultures.

Continued on Page 8.

Educational Equity: Communication Across Cultures - Continued

Preparation for a global workplace requires teaching and learning skills for effective communication across cultures (Nelson et al 2000):

- Motivating skills to stimulate student interest in their own and other cultures
- Critical analysis skills to understand and evaluate cultural stereotypes
- Questioning skills to think and participate in group dialogue
- Supporting skills to legitimize and accept experiences and emotions to create a positive climate
- Information-giving skills to share an informal minilecture with enthusiasm
- Listening skills to demonstrate interaction with interest, respect, and courtesy
- Choosing skills to understand that multiple options exist on a spectrum
- Skills to differentiate instruction in mixed-ability classrooms to ensure the acquisition of knowledge and understanding by diverse learners

Each skill may be developed by using curriculum or activities together with the acquisition of new experiences to practice the newly acquired multicultural communication skill (Kindsvatter et al 1996).

Multiculturalism asks that we subscribe to one simple educational truth: tolerance cannot come without respect, and respect cannot come without knowledge. Multiculturalism begins by recognizing the cultural diversity of the United States, and it asks that the school curriculum explore that diversity. To be well educated in a multicultural sense means to learn about the histories, literature, and contributions of the varied people who have fashioned the complex tapestry of American life. All students should sample broadly from all the cultures and all the ideas that have contributed to the making of the United States (Nelson et al 2000).

When proficiently delivered, multicultural education provides the knowledge base and the skills for effective communication across cultures.

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Camp Anytown

Anytown is a once-in-a-lifetime experience. I got to meet so many people and see how great the world could be. I feel like I have a goal now not to look away from issues. Tony Liu, sophomore

Anytown changed my life and my whole perspective. Courtney Cooke, junior

Every single person at Anytown had to leave their comfort zone and relearn the basics of life. Erica Diamond, senior

Anytown makes an individual change himself for the better. Grayson DeJesus, senior

I used to use slurs thinking they didn't mean anything and would not offend anyone. Now I know not to be so arrogant. Hideyuki Murakami, sophomore

I got to learn so much about the kids and their histories. It makes me proud to know that there are so many caring, compassionate kids even though many of them have handled tough situations. Kristy Garcia, English teacher

School Profile

Community: Suburban
 District: Palo Alto Unified
 Enrollment: 1700
 Grade Levels: 9-12
 API for 2003: 857
 Student Demographics:
 African American – 2%
 American Indian or Alaska Native – 0%
 Asian – 29%
 Filipino – 1%
 Hispanic or Latino – 6%
 White (not of Hispanic origin) – 62%
 English Learners - 7%
 Socio-economically Disadvantaged – 4%

These quotes are just a few of the comments made by students and teachers on their return to school after being at Camp Anytown. School for these people is Henry M. Gunn High School in Palo Alto, a comprehensive high school of just over 1,700 students. Like many other schools in the state, we are very concerned about the discrepancy in achievement between some of our students of color and the rest of our student body. We believe that the performance of all students depends, in large measure, on the degree to which the students feel accepted, valued, and connected at school. We have been working hard to create a school climate that welcomes and values all students. Camp Anytown is one of the programs used to help build trust and caring among staff and students from different cultural, ethnic, racial, and linguistic backgrounds.

Camp Anytown is a four-day retreat sponsored by the National Conference on Community and Justice, a nationwide organization dedicated to the elimination of discrimination, stereotyping, racism, and homophobia. At Anytown, a significant number of students and staff from one high school (representing the diverse population of the school) retreat together to create a community in which barriers of race, culture, gender, ethnicity, and religion no longer act to separate people. By training students and faculty together, Anytown hopes to create a critical mass of people who support one another and are strongly motivated to create an inclusive, caring environment on their own campus. The goal of Anytown is to empower participants by developing leadership skills, communication skills, confidence, and self-esteem. By building a positive environment for all students, we help create the conditions in which all will achieve at a higher level. Gunn High School has taken seven groups of about 65 student delegates each to Anytown. Students are nominated by the faculty

Continued on Page 10.

Camp Anytown - Continued

or by their peers. Everyone at Anytown goes by his or her first name only, a custom that underlines that we are all there to learn from each other. Student and staff reactions are overwhelmingly positive and enthusiastic. Each semester many kids want to be included in the next group.

Capitalizing on the momentum and enthusiasm of delegates to implement positive changes when they return to school has presented challenges. The program includes an afternoon devoted to the question of how to take back what participants have learned to friends and family as well as a final exercise that prepares them for re-entry to the world outside Anytown. The students are sometimes frustrated at the slow pace of change. Some have started or become leaders of clubs on campus, such as the Gay-Straight Alliance and Diversity Club. Others now have lunch regularly with kids they would never have known but for Anytown. Despite some frustration, we feel that building a critical mass of people dedicated to the ideals of Anytown who can improve the school climate is a goal we are closer to achieving. Relationships between students on campus have improved. Many of our students continue to meet and talk with staff members who attended Anytown with them and who the students now consider friends and trusted confidants. We still have a long way to go to close the achievement gap, but as someone once said, "The longest journey begins with a single step," and Anytown takes us a giant step in the right direction.

Noreen Likins, Assistant Principal, Henry M. Gunn High School, nlikins@pausd.palo-alto.ca.us



California K-12 Enrollment, by Ethnic Group		
Ethnic designation	Enrollment	Percent
American Indian or Alaskan	53,898	0.9%
Asian	502,676	8.1%
Pacific Islander	41,446	0.7%
Filipino	156,549	2.5%
Hispanic	2,819,504	45.2%
African American	515,805	8.3%
White	2,106,042	33.7%
Multiple or no response	48,483	0.8%
Total	6,244,403	100%

Source: 2002-2003 California Basic Educational Data System, www.cde.ca.gov

Every Day Counts!

Lodi Unified School District has launched a districtwide campaign to emphasize the importance of regular daily attendance with the slogan, "Every Day Counts." Advertisements appeared in local newspapers as a kick-off to the campaign. The number-one goal of the campaign is to raise awareness of the parents and the community to the critical link between school attendance and student achievement. Increasing fiscal revenue must be a secondary goal even in these times of budget crisis.



For the past three years, attendance rates have been declining in Lodi Unified. We suspect a variety of factors have influenced this decline. A number of efforts are being made to increase attendance. The district office and some individual school sites are asking and expecting students to attend school every day. Parents are encouraged to plan family vacations for off-track and holiday times, keep students home only when truly ill, schedule appointments before or after school hours, and send their children to school on time each day. Activities at school sites communicate to students the importance of being in school each day to achieve their personal best. At Lockeford Elementary School, students can earn monthly Triple A awards for excellence in achievement, attendance, and attitude. Individuals spell out "All Here," noting days when every student is present in class at Creekside Elementary School. Students at Woodbridge Middle School have the opportunity to earn a book of coupons for perfect attendance on a quarterly basis. These coupons are redeemed for a variety of special privileges. Lodi High School is increasing its efforts to celebrate students' commitment to improving attendance and intervening with specific students who are habitually absent.

The district business department is providing each school administrator with a monthly report highlighting the attendance percentages to date. Schools that increase their attendance in April 2004 as compared to April 2003 will receive a monetary incentive. Motivation is high to achieve the goal because sites received a 20 percent reduction in their budgets last year.

The campaign committee plans to seek corporate sponsors to provide funds to increase the exposure of the "Every Day Counts" message. We hope to create posters to display in local businesses and school offices. Plans are underway to provide the community with an update of our process and progress in early 2004.

Catherine C. Pennington, Assistant Superintendent of Elementary Education, Lodi Unified School District, cpennington@lodiusd.k12.ca.us



Note: For more information, see the *School Attendance Improvement Handbook* at www.cde.ca.gov/spbranch/safety/resourceguides/schattnd.pdf. The handbook may also be purchased at <http://www.cde.ca.gov/re/pn/rc/>. It offers suggestions for strengthening the vital link between effective educational strategies and student attendance rates. Topics include truancy prevention programs, early intervention programs and partnerships, and legal intervention tools.

CALIFORNIA TEACHER OF THE YEAR 2004

In December State Superintendent of Public Instruction Jack O'Connell named Paul Lewanski, Chemistry teacher, Tustin High School, to represent California for the National Teacher of the Year honor. The President of the United States will announce the selection in spring 2004.

Paul Lewanski of Santa Ana earned a bachelor's degree in the biological sciences and a master's degree and a doctoral degree in computer education from the United States International University (USIU), San Diego. In addition, he earned his teaching credential from California State University, Fullerton. Besides teaching chemistry for the past four years at Tustin High School, Lewanski also worked as an adjunct professor at USIU and was the science department chair in the ABC Unified School District. In his 19-year career as an educator, he has accumulated numerous honors, including three local teacher-of-the-year and teacher-of-the-month awards.

Lewanski's unique method of integrating teaching with life's lessons is evident from a statement in his application for one of the awards in which he wrote, "Educators, for example, can find the common ground that allows students to see how engineering is reflected in art and how art is reflected in the engineering design of cars and buildings, thus enhancing student achievement in science, math, and art.... Teachers must help students to see the interconnectedness of what they are learning in order to be able to anticipate the needs of the future."

Paul Lewanski may be reached at Tustin High School, 1171 El Camino Real, Tustin, CA 92780, 714-730-7422.

For more information about the California Teachers of the Year program, visit <http://www.cde.ca.gov/ta/sr/ct/>.

Educational Equity: Changes in Legal Compliance Requirements

Educational equity law ensures equal rights and opportunities for all students by promoting equity and eliminating discrimination, harassment, and sexual harassment. Some of the legal assurances include (1) that all students have equitable access to and the opportunity to participate in and benefit from quality curricular and extracurricular activities; (2) that all educators have access to quality professional development opportunities; and (3) that all schools conduct quality programs that are effectively managed and operated within legal parameters. These issues are a high priority for California's local educational agencies.

As of the academic year 2002-2003, the California Department of Education (CDE) initiated a change in the compliance process by providing compliance training, technical assistance, and professional development to school districts on the basis of educational equity compliance. This change was made in response to changes to the California Nondiscrimination and Educational Equity Regulations. Previously, CDE conducted training and technical assistance in the area of gender equity. The Educational Equity initiative is more inclusive and provides an education perspective that addresses the needs of diverse learners in such a manner that all gender equity items are included in the Educational Equity compliance instrument.

The California regulations section on Nondiscrimination and Educational Equity was updated in 2000 when two major changes were approved. The two primary changes are the inclusion of the term

Continued on Page 13.

Educational Equity: Changes in Legal Compliance Requirements - Continued

“sexual orientation” and the extensive legal definition of the term “gender.” The California *Code of Regulations* (CCR), Chapter 5.3 on Nondiscrimination and Educational Equity, Section 4900(a) states “No person shall be excluded from participation in or denied the benefits of any local agency’s program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an educational institution or any other local agency.”

In the past there was some confusion around the legal definition of the terms “sex” and “gender.” The old legal definition of gender was almost identical to the definition of sex, and now the change in the definition of gender makes the distinction between the two quite clear. The term “sex” is legally defined as “the biological condition or quality of being a female or male human being.” The updated legal definition of the term “gender” is “a person’s actual sex or perceived sex and includes a person’s perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person’s sex at birth.”

Another legal change in Educational Equity is the passing of Assembly Bill 537, also known as The California Student Safety and Violence Prevention Act of 2000. California *Education Code* Section 220 was amended to read “No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained on the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the *Penal Code* in any program or activity conducted by an educational institution that receives or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.” In addition, Section 422.6 of the *Penal Code* states “No person, whether or not acting under color of law, shall by force or threat of force, willfully injure, intimidate, interfere with, oppress, or threaten any other person...because of the other person’s race, color, religion, ancestry, national origin, disability, gender or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics.”

The implications of these changes require local educational agencies to ensure that all basic services are provided equitably to all populations. One major implication of the change in the legal definition of gender requires that such facilities as bathrooms are made accessible to all students regardless of gender or perceived gender. Programs operated outside of these legal parameters are subject to complaints filed by using the Uniform Complaint Process (UCP).

The UCP ensures the implementation of a single uniform complaint process for all specified programs and for reporting complaints of unlawful discrimination. It can be accessed through the district’s or school’s complaint procedure. Complaints should be submitted in writing to the school principal and/or to the district’s Equity/Title IX Coordinator, whose name is printed on the posted UCP policy.

In the California Department of Education’s Coordinated Compliance Review process, Educational Equity includes Title IX of the Education Amendments of 1972; Title IV and VI of the Civil Rights Act; Section 504 of the Rehabilitation Act of 1973; California *Education Code* Chapter 2 on Educational Equity, and the California *Code of Regulations* Chapter 5.3 on Nondiscrimination and Educational Equity.

For more information, please contact Mary Gallet, Educational Equity/Title IX Compliance Coordinator, 916-445-5723, mgallet@cde.ca.gov.

COUNSELOR'S CORNER

Smart Record Keeping and Documentation

The Federal Education Rights and Privacy Act (FERPA) protects the privacy of student records, guarantees parental access to records, and limits access to those records. Educational records are defined as *all* records, files, documents, and other materials directly related to the student that are maintained by the school or its personnel. FERPA is one of the nation's strongest privacy protection laws and guarantees parents' rights to gain access to their child's school records.

School counselors should assume that students, their parents, or the general public might someday see whatever they write. To ensure that a counselor's notes are kept confidential and exempt from parental access, the information must (1) be kept solely by the person possessing it; (2) not be shared or accessible; (3) serve as a memory aid; and (4) include only observations and professional opinions.

Counselors must store case notes in a safe and secure location in their offices. The offices should not allow access to other school personnel. Once a note is intentionally shared with a colleague or unintentionally viewed by another person, the note technically becomes a part of a student's record. School counselors keep case notes to increase counselor efficiency and effectiveness. The case notes serve to refresh the counselor's memory before re-occurring visits or to plan the next steps in the counseling process.

Most counselors take notes only on students with whom they have an ongoing relationship, not for every student they see. Counselors should destroy counseling notes periodically or when the student leaves the school unless these notes document actions for the counselor's self-protection. These notes should be held indefinitely. Notes should be kept for the following purposes: (1) reporting suspected child abuse; (2) counseling a student who may be suicidal or who may be at risk of harming others; (3) dealing with parents involved in a custody dispute or with students or parents who have expressed dissatisfaction with the counselor's services; and (4) documenting activities that may be illegal or unethical. When documenting for self-protection, counselors should be sure to keep details of every conversation regarding a problem situation, copy applicable written documents (e.g., letters and pictures), and immediately log the date and time on a piece of paper.

It is important to remember that confidential information stored on computers must be just as protected as written notes. Files should be locked by a password to prevent unauthorized viewing. In addition, student records may not be transmitted electronically without a guarantee of privacy. A receiving fax machine must be in a secure location and operated by employees cleared to work with confidential files.

E-mail is considered by many attorneys to be an educational record and subject to FERPA. E-mails usually do not violate FERPA because most computer systems are secure enough to prevent unauthorized access. To comply with FERPA, confidential e-mail messages must be encrypted or else stripped of all information that identifies the student. The potential confidentiality problems of electronic records are no greater than the problems related to a hard copy of a student's records. Nevertheless, schools should consider establishing a fax and e-mail use policy that complies with FERPA and includes confidentiality taglines and other safeguards.

School counselors need to ensure that the statements they make orally or in writing are necessary, permitted, and required as a part of their employment. It is their responsibility to their students as a professional.

Paul Meyers, President, California Association of School Counselors, pmeyers@humboldt.k12.ca.us

Education Technology Funding Opportunities

As the benefits of education technology generate increasing interest among educators, families, and the community, the question of how to pay for it is foremost. Here are some funding sources that should be considered.

E-Rate: Discounted Services

E-rate is a program that provides discounts on telecommunications costs to eligible schools. Although there are differences in eligible services and discount rates, it is possible for schools to receive significant discounts on telecommunications costs by using both E-rate and California Teleconnect Funds (see below) together. <http://www.cde.ca.gov/ls/et/ft/eratemain.asp>

California Teleconnect Fund: Discounted Services

The California Teleconnect Fund is a program that provides discounts on telecommunications costs to eligible school. The application is a simple, two-page form. Funds come from costs attached to phone bills. Public or nonprofit schools with endowments under \$50 million are eligible to apply. http://www.cpuc.ca.gov/Static/telco/public+programs/ctf_faq.htm

Microsoft Settlement: Class Action Lawsuit

Consumers will receive rebates on specific Microsoft products through direct mail notification. Most of the funds not claimed by consumers (66.67 percent) will go to schools through an application process administered by the California Department of Education. Although schools are not eligible to receive consumer rebates, they may receive donated consumer vouchers to purchase computers, peripherals, and off-the-shelf software for any operating system. Schools may apply for additional vouchers through the application process. Eligibility includes meeting 40 percent Free and Reduced Price Lunch (FRPL) poverty criteria. High schools that serve middle or junior high populations that meet the 40 percent FRPL rate are also eligible to apply.

Application information will be available from the California Department of Education in spring 2004, with disbursements expected in summer 2004.

Additional Funding Information

Additional funding information may be found by signing up for the California Department of Education's Funding Opportunities notification system <http://www.cde.ca.gov/fg/fo/af/joinlist.asp> or by checking specific California Technology Assistance Project (CTAP) region Web sites for local grant opportunities. Find your local CTAP office at <http://www.ctap.k12.ca.us/>.

Joyce Hinkson, CDE, Education Technology Office, jhinkson@cde.ca.gov

More Funding Opportunities

California Department of Education

The Department has announced nutrition mini-grants to be awarded through a competitive process, to public and private school districts and child care agencies. The grants will be for developing or refining, pilot testing, and showcasing a best practice in one of the seven areas related to nutrition, nutrition education, and physical activity. Due Date: January 21, 2004

<http://www.cde.ca.gov/fg/fo/profile.asp?id=343&recID=343>

Worth a Click

California Center for Effective Schools

The California Center for Effective Schools, Gevirtz Graduate School of Education, University of California, Santa Barbara, produces a quarterly newsletter about effective schools and strategies. <http://effectiveschools.education.ucsb.edu/newsletter.html>

California Department of Education (CDE)

The CDE diversity page includes a glossary, thoughts on diversity, resources, and information about English learners and Migrant Education. One of the links sends the reader to a university test on attitudes about age, race, gender, and academic background. www.cde.ca.gov/iasa/diversity.html

California Department of Education

The Department provides a standards-based K-12 model curriculum on the life and works of Cesar E. Chavez. Biographies and lesson plans are included in the curriculum. Cesar E. Chavez Day is March 31, 2004. <http://chavez.cde.ca.gov/ModelCurriculum/Intro.aspx>

The Center for Diversity Education

The Center for Diversity Education provides schools the means to increase the ways diversity is explored in the curriculum. Through exhibits, traveling trunks, road shows, and staff development programs, teachers and students learn the critical role that diversity plays in a healthy democracy. <http://eduweb.unca.edu/diversityed/>

Center for Research on Education, Diversity, and Excellence

The center promotes professional development and research. Its goals include closing the gap and transforming teaching so that all students succeed. <http://crede.berkeley.edu/index.html>

Educational Leadership

A September 2003 research article from the Association for Supervision and Curriculum Development details various studies about culturally diverse classrooms. <http://www.ascd.org/portal/site/ascd/menuitem.ed021bd159f71ce0b17855b3e3108a0c/>

Educational Resources Information Center - African-Americans Do Science

The Educational Resources Information Center (ERIC) Web site provides links to resources highlighting the contributions of African Americans to science, mathematics, engineering, and technology in American society. www.ericse.org/bhm.html

Eisenhower National Clearinghouse for Mathematics and Science Education (ENC)

The ENC site features a resource titled "Educating Latino Students: A Guide to Successful Practice." www.enc.org/resources/records/contents/0,1240,017191,00.shtml

Knowledge Network Explorer – African-American History

The Knowledge Network Explorer Web site includes six links to model programs about African-American history. The programs suggest ways to integrate the World Wide Web and video conferencing into classroom learning. www.kn.pacbell.com/wired/BHM/AfroAm.html

Continued on Page 17.

Worth a Click - Continued

Minority Student Achievement Network (MSAN)

MSAN advocates a comprehensive approach to improving academic rigor and expectations for students at risk of failing. To inform its work, MSAN conducts collaborative research on school practices, evaluates evidence-based instructional interventions, and explores effective professional development strategies for teachers. <http://www.msanetwork.org/research.asp>

Office of Educational Improvement, U.S. Department of Education

A school resource, "Latino Families: Getting Involved in Your Children's Education," is printed in both English and Spanish to help parents support their children's education. <http://www.ed.gov/offices/OERI/ECI/digests/99april.html>

The Tomas Rivera Policy Institute

The institute has produced a document available on its Web site titled "College Knowledge: What Latino Parents Need to Know and Why They Don't Know It." http://www.trpi.org/PDFs/College_Knowledge.pdf

UC Davis Education Series

The University of California, Davis, sponsors an education series on diversity issues. http://diversity.ucdavis.edu/html/education_series.html

High School! Newsletter



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Got E-mail?

Join the CDE *High School!* listserv at <http://www.cde.ca.gov/ci/gc/hs/hsmail.asp> to receive notices about upcoming issues. If you have comments, contributions, or suggestions, please contact Kelly Goughnour at kgoughno@cde.ca.gov. Your ideas and suggestions are welcome.

Conference Calendar

National At-Risk Education Network

National Conference

Edgewater Beach Resort, Panama City, Florida

February 4-7, 2004

Contact: 920-921-6991 or amy@naren.info (Amy Lorraine)

Foundations, Inc.

Beyond School Hours: Viewing Challenges as Opportunities

Sheraton San Diego Hotel and Marina, San Diego, California

February 19-22, 2004

Contact: 800-248-9990 or sherry.beck@cwtwideworld.com (Sherry Beck)

American Association of School Administrators

136th Annual Conference and Exposition

Moscone Convention Center, San Francisco, California

February 19-22, 2004

Contact: 703-528-0700

The Education Trust – West

Gap Closing Strategies from California's High-Performing Classrooms, Schools, and Districts

Westgate Hotel, San Diego, California

February 22-24, 2004

Contact: 510-465-64444 or banderson@edtrustwest.org (Brenden Anderson)

California Consortium for Independent Study

CCIS Winter Professional Learning Opportunity

Riviera Resort Hotel, Palm Springs, California

February 25-27, 2004

Contact: 408-945-2469 or ssteiger@musd.org (Sandy Steiger)

California Teachers Association

Urban Issues Conference

Parc 55 Hotel, San Francisco, California

February 27-29, 2004

Contact: 650-522-5395 or nodd@cta.org

California Association for Bilingual Education

29th Annual CABE Conference

San Jose McEnery Convention Center, San Jose, California

March 3-7, 2004

Contact: 626-814-4441 or maria@bilingualeducation.org (Maria Quezada)

WestEd and California Department of Education

On the Right Track II

The Westin Hotel, Los Angeles Airport, California

April 20-21, 2004

Contact: 916-319-0833